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INSTITUTE OF
INTERNATIONAL
EDUCATION



Cooperative Agreement 263-A-00-10-00026-00

Quarterly Report

FY2015, Quarter 1

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Executive Summary:

On May 4, 2010, IIE/Egypt was awarded the New Scholarship Program (renamed LOTUS Scholarship Program). The original award and subsequent modifications awarded in August 2011 provide funding for 150 scholarships. Two competitive, nationwide outreach, recruitment, and selection cycles (summer 2010 and summer 2011) resulted in 150 students being selected and joining LOTUS partner universities. Currently, 128 students are enrolled in academic programs as 14 students have graduated, three students left the program, and five students were terminated due to weak academic performance.

Profile of the 142 LOTUS Cohort 1 and 2 students who are currently enrolled or recently graduated from the Program (students who left the Program or who were terminated are not included):

The LOTUS Cohort 1 and 2 students represent all of Egypt's 27 governorates and two former governorates.

COHORT 1, CYCLES 1 & 2 Candidates (gender & governorate)	6th October	Alexandria	Assiut	Aswan	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Helwan	Ismailia	K. El Sheikh	Luxor	Matrouh	Menofeya	Minya	New Valley	N. Sinai	Port Said	Qaliyobia	Qena	Red Sea	Sharkiya	Sohag	South Sinai	Suez	Recruited
Female representation	2	3	0	2	2	4	2	0	2	1	1	4			3	1	2	2	5	1	1	2	1	1	1	2	3	2	1	51
Male representation	0	2	1	2	1	2	4	1	1	1	1	1	1	1	1	2	2	1	3	2	1	2	2	1	4	1	1	2	2	46

COHORT 2 Candidates (gender & governorate)	6th October	Alexandria	Assiut	Aswan	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Helwan	Ismailia	K. El Sheikh	Luxor	Matrouh	Menofeya	Minya	New Valley	N. Sinai	Port Said	Qaliyobia	Qena	Red Sea	Sharkiya	Sohag	S. Sinai	Suez	Totals
Female representation	1	2	1	0	0	2	1	3	0	1	0	0	0	0	0	2	1	0	2	1	0	0	1	1	2	0	0	1	1	24
Male representation	0	0	2	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	21

On September 4, 2013, IIE/Egypt was awarded funding for 50 additional scholarships. The 50 Cohort 3 students completed the Bridge Year Program at the British University in Egypt (BUE) in June 2014 and began their undergraduate studies in September 2014. A total of 29 students were placed at BUE and 21 students were placed at the Arab Academy for Science, Technology and Maritime Transport (AASTMT).

Profile of the 50 LOTUS Cohort 3 students:

COHORT 3 Candidates (gender & governorate)	Alexandria	Assiut	Aswan	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Ismailia	K. El Sheikh	Luxor	Matrouh	Menofeya	Minya	New Valley	N. Sinai	Port Said	Qaliyobia	Qena	Red Sea	Sharkiya	Sohag	S. Sinai	Suez	Totals
Female representation	0	1	3	1	2	1	0	0	2	0	1	1	0	0	1	1	3	1	2	1	0	2	0	1	1	3	0	28
Male representation	0	1	1	1	3	2	0	0	1	0	2	0	0	2	1	0	2	0	0	0	0	1	0	2	1	1	1	22

On June 19, 2014, IIE/Egypt was awarded funding for a fourth Cohort of 50 students. Mobilization, outreach and recruitment and screening took place during this quarter. In December 2014, the 50 students started the Bridge Year Program at the British University in Egypt to gain a suite of essential skills including English language, computer, research, and study skills. In September 2015, they will be enrolled in academic programs at BUE and AASTMT.

Profile of the 50 LOTUS Cohort 4 students:

COHORT 4 Candidates (gender & governorate)	Alexandria	Assiut	Aswan	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Ismailia	K. El Sheikh	Luxor	Matrouh	Menofeya	Minya	New Valley	N. Sinai	Port Said	Qaliyobia	Qena	Red Sea	Sharkiya	Sohag	S. Sinai	Suez	Totals
Female representation	1	2	1	1	2	1	0	0	1	1	0	0	0	1	0	2	2	0	1	1	1	2	1	2	2	1	2	28
Male representation	1	2	1	1	3	1	1	0	1	0	1	0	0	0	0	0	3	1	1	0	0	1	0	1	3	0	0	22

¹Total Number of all LOTUS students by Governorate and Gender Breakdown:

Governorates	All	Male	Female
Alexandria	9	3	6
Assiut	11	6	5
Aswan	11	4	7
Beheira	8	4	4
Beni Sueif	18	8	10
Cairo	17	10	7

¹ The table includes the students those who graduated, left the program and terminated

Governorates	All	Male	Female
Dakahlia	6	2	4
Damietta	4	2	2
Fayoum	9	3	6
Gharbia	5	2	3
Giza	15	5	10
Ismailia	3	2	1
Kafr El Sheikh	5	2	3
Luxor	9	5	4
Marsa Matrouh	8	4	4
Menofeya	7	2	5
Minya	21	10	11
New Valley	7	4	3
North Sinai	7	3	4
Port Said	7	3	4
Qaliyobia	5	2	3
Qena	10	5	5
Red Sea	8	4	4
Sharkeya	11	5	6
Sohag	11	5	6
South Sinai	11	4	7
Suez	7	3	4
Total	250	112	138

During FY2015, Q1, the following activities took place:

- Ten specialized sessions were conducted for students undertaking service learning projects and students organizing the Third Annual Student-led Workshop.
- Thirty-four Cohort 1 and 14 Cohort 2 students, (35 females and 13 males) from MSA, ACU and BUE attended Egypt Big Picture and Innovation – EGTBP Seminars on Civic Education.
- Thirteen career mentoring sessions, three of which were one-to-one mentoring, and the rest were group sessions.
- The Third Annual Student-led Workshop was conducted on November 1, 2014 and was attended by 136 Cohort 1, 2 and 3 students (69 females and 67 males).
- Five Cohort 1 and six Cohort 2 students, (5 females and 6 males) from FUE attended Egypt Big Picture and Innovation – EGTBP Seminars on Civic Education.
- Six Cohort 1 and six Cohort 2 students, (7 females and 5 males) attended Misryati session, module 3, day 1 at ACU.

- Seven service learning projects were implemented by seven groups of students and five projects are still in progress.
- Forty-nine Cohort 4 students (27 female and 22 male) attended a two-day Team Building Retreat and Orientation.

FY 2015, Quarter 1 Reporting against Annual Work Plan:

			Planned FY2015, Q1 C1	Status as of 12/31/2015 C1	Planned FY201, Q1 C2	Status as of 12/31/2015 C2	Planned FY2015/Q1 both Cohorts	Status as of 12/31/2015 both Cohorts	Planned FY2015, Q1 C3	Status as of 12/31/2015 C3	Planned for C1, C2 and C3	Status as of 12/31/2015 C3	Planned FY2015,Q1, C4	Status as of 12/31/2015, C4
Task 0: Program Start-up and Management														
0.1	Finalize and execute legal service agreements for Universities	University sub-grants are being retailored and finalized											12/2014	10/2014
0.2	Staffing of all IIE and partner positions	IIE incremental program staff are hired; University asst. coordinators are contracted; NM program staff are hired											12/2014	10/2014
0.3	Complete Annual Work Plan (AWP) for year 3	AWP is completed with Cohort 1 and Cohort 2 clearly represented and approved by USAID	11/2014	11/14/2014	11/2014	11/14/2014	11/2014	11/14/2014	11/2014	11/14/2014			11/2014	11/14/2014
0.4	Realignment of Cohort 1 budget													
0.5	Program Modification for Cohort 1													
0.6	Realignment of Cohort 2 budget													
0.7	Program Modification for Cohort 2													
0.8	Conduct orientation days	Orientation days will be conducted for Cohort 4 students											3	4

			Planned FY2015, Q1 C1	Status as of 12/31/2015 C1	Planned FY201, Q1 C2	Status as of 12/31/2015 C2	Planned FY2015/Q1 both Cohorts	Status as of 12/31/2015 both Cohorts	Planned FY2015, Q1 C3	Status as of 12/31/2015 C3	Planned for C1, C2 and C3	Status as of 12/31/2015 C3	Planned FY2015,Q1, C4	Status as of 12/31/2015, C4
1.1	Placement of Cohort 4 students	Placement of 50 students in the Bridge Year Program and BUE in FY2014, Q1 to begin studies at partner universities in FY2014, Q4.											11/2014	12/1/2014
1.2	50 Cohort 3 LOTUS students are enrolled in the Bridge Year Program	The BYP, which will run for two full academic semesters, will be comprised of three components: English Language Component, Computer Skills Component, and Study and Presentation Skills Component.											11/2014	12/1/2014
1.3	English Placement Exam for Cohort 3 students	Students will sit for the English Placement Exam before the beginning of the BYP and based on their English level, will be distributed into groups.											11/2014	21/1/2014
Task 2: LOTUS Scholar Academic and Personal Support														
2.1	Develop agreements with the five universities to host LOTUS students and pay university coordinators	Universities, coordinators and assistant coordinators are paid according to agreed upon intervals	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going	Completed and on-going
2.2	LOTUS students are supported financially and materially to attend university	Allowances are paid bi-weekly; Student housing and personal space are ensured and monitored; Transportation is provided as	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	Completed and on-going	Completed and on-going	On-going	On-going

			Planned FY2015, Q1 C1	Status as of 12/31/2015 C1	Planned FY201, Q1 C2	Status as of 12/31/2015 C2	Planned FY2015/Q1 both Cohorts	Status as of 12/31/2015 both Cohorts	Planned FY2015, Q1 C3	Status as of 12/31/2015 C3	Planned for C1, C2 and C3	Status as of 12/31/2015 C3	Planned FY2015,Q1, C4	Status as of 12/31/2015, C4
		needed												
2.3	Conduct occasional meetings with LOTUS students at the group and individual levels	Meetings are held to identify issues, review policies, etc.;	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going
2.4	Provide wellness and counseling sessions to LOTUS students	LOTUS students receive support to enhance their coping skills	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going
3.1	Continue development of Leadership in Action Program sessions, materials, and handouts		On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going
3.2	Work collaboratively with partner NGO Nahdet El Mahrousa on NM-specific Leadership in Action sessions and activities		On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going
3.3	Leadership in Action Program sessions delivered by IIE staff and facilitators	Sessions are delivered on variety of themes including leadership concepts and fundamentals, values, communication skills, community service, etc. Team												

			Planned FY2015, Q1 C1	Status as of 12/31/2015 C1	Planned FY201, Q1 C2	Status as of 12/31/2015 C2	Planned FY2015/Q1 both Cohorts	Status as of 12/31/2015 both Cohorts	Planned FY2015, Q1 C3	Status as of 12/31/2015 C3	Planned for C1, C2 and C3	Status as of 12/31/2015 C3	Planned FY2015,Q1, C4	Status as of 12/31/2015, C4
		building retreats are held.												
3.4	Specialized sessions and meetings for specific purposes	Sessions are delivered and meetings held for special projects, IBT test prep, etc.									2	10		
3.5	Leadership in Action Program sessions delivered by Nahdet El Mahrousa	NM components are scheduled, session customization is undertaken, and sessions are held including Misriyati Tolerance Workshops, Innovation and Big Picture Seminars, and Namaa Summer Program					8	3						
3.6	Namaa Summer Program delivered by Nahdet El Mahrousa	NM and IIE schedule Namaa and students are selected and participate												
3.7	NM and other cultural events and trips	NM and IIE schedule and implement events and trips												
3.8	Coordinate community service learning activities	IIE works with students to ensure that they are engaged in community services												
3.9	Annual Student-led Leadership Workshop	LOTUS students plan and conduct Annual Student-led Workshops										11/1/2014		

			Planned FY2015, Q1 C1	Status as of 12/31/2015 C1	Planned FY201, Q1 C2	Status as of 12/31/2015 C2	Planned FY2015/Q1 both Cohorts	Status as of 12/31/2015 both Cohorts	Planned FY2015, Q1 C3	Status as of 12/31/2015 C3	Planned for C1, C2 and C3	Status as of 12/31/2015 C3	Planned FY2015,Q1, C4	Status as of 12/31/2015, C4
3.10	Students' service learning projects	Cohort 1,2 and 3 students undertake service learning projects									5	7		
4.1	All LOTUS students who have not scored >550 take the ITP TOEFL exam	LOTUS students take ITP TOEFL exam to gauge English language proficiency improvements							12/2014	11/07/14				
4.2	Provide Intensive Summer English Program	Students are selected to participate in Intensive Summer English Program based on proficiency levels, English courses offered by partner universities, and assessments												
4.3	Provide supplemental English language programming	Students are enrolled in English courses as partner universities, English language public courses, and/or LOTUS supplemental English language courses based on proficiency levels												
5.1	Orientation of LOTUS Cohort 1 & 2 students to Study Abroad Program	LOTUS students are aware of the Study Abroad opportunity and eligibility criteria for the remaining opportunities												

			Planned FY2015, Q1 C1	Status as of 12/31/2015 C1	Planned FY201, Q1 C2	Status as of 12/31/2015 C2	Planned FY2015/Q1 both Cohorts	Status as of 12/31/2015 both Cohorts	Planned FY2015, Q1 C3	Status as of 12/31/2015 C3	Planned for C1, C2 and C3	Status as of 12/31/2015 C3	Planned FY2015,Q1, C4	Status as of 12/31/2015, C4
5.2	Application, review and selection of LOTUS students for Study Abroad Program	Application, review and selection conducted for remaining opportunities												
5.3	Placement of eligible LOTUS students at U.S. universities by IIE NY Placement Office	LOTUS students are placed at U.S. universities on rolling basis based on max. travel dates; Courses are selected based on requirements of partner universities; U.S. university cost share is obtained; IIE works with partner universities on required courses and transfer of credits					On-going	On-going						
5.4	Study Abroad logistics	All logistics necessary to LOTUS student travel to U.S. are undertaken including visa and Trained entry, travel arrangements, insurance, etc.					On-going	On-going						
5.5	Pre-departure Orientation for LOTUS students who will travel to the U.S.	Pre-departure orientations are held for LOTUS students prior to travel												

			Planned FY2015, Q1 C1	Status as of 12/31/2015 C1	Planned FY201, Q1 C2	Status as of 12/31/2015 C2	Planned FY2015/Q1 both Cohorts	Status as of 12/31/2015 both Cohorts	Planned FY2015, Q1 C3	Status as of 12/31/2015 C3	Planned for C1, C2 and C3	Status as of 12/31/2015 C3	Planned FY2015,Q1, C4	Status as of 12/31/2015, C4
5.6	IIE/New York welcome and orientation of LOTUS study abroad students and introductions to hosting universities	IIE NY Placement Office orients LOTUS study abroad students and introduces them to hosting universities												
5.7	Monitoring of Study Abroad Program and issues	IIE NY Placement Office routinely monitors LOTUS study abroad students					On-going	On-going						
5.8	Re-entry and Debrief activities for Study Abroad participants	Re-entry and debrief activities are held for students upon their return to Egypt; Returnees are involved in activities for future study abroad students						10/25/14						
Task 6: Career Development														
6.1	Develop NM-led Career Development component	NM components are developed/customized					On-going	On-going						
6.2	Career counseling sessions	Two career counseling sessions are held with each student	11	4										
6.3	Student career self-assessment activities	All LOTUS students take career self-assessment once in FY14 and again in year of graduation	12	1										

			Planned FY2015, Q1 C1	Status as of 12/31/2015 C1	Planned FY201, Q1 C2	Status as of 12/31/2015 C2	Planned FY2015/Q1 both Cohorts	Status as of 12/31/2015 both Cohorts	Planned FY2015, Q1 C3	Status as of 12/31/2015 C3	Planned for C1, C2 and C3	Status as of 12/31/2015 C3	Planned FY2015,Q1, C4	Status as of 12/31/2015, C4
6.4	Coordinate intern and workplace activities	Internships are sourced for LOTUS students					On-going	On-going						
6.5	Career mentoring activities	NM volunteers mentor LOTUS students starting in FY2014 and beyond					12	13						
Task 7: Leadership Capacity Building for Universities														
7.1	Design and develop up to five university capacity building sessions for LOTUS partner universities	Seminars are developed on topics and issues of importance to the LOTUS partner universities based on each universities needs	On-going	On-going										
7.2	Deliver Strategic Leadership Seminar #2 to LOTUS partner universities	Seminar #2 is delivered at five partner universities	On-going	Completed										
7.3	Deliver Strategic Leadership Seminar #3 to LOTUS partner universities	Seminar #3 is delivered at three partner universities	25	32										
7.4	Deliver Strategic Leadership Seminar #4 to LOTUS partner universities													
7.5	Deliver Strategic Leadership Seminar #5 to LOTUS partner universities													

			Planned FY2015, Q1 C1	Status as of 12/31/2015 C1	Planned FY201, Q1 C2	Status as of 12/31/2015 C2	Planned FY2015/Q1 both Cohorts	Status as of 12/31/2015 both Cohorts	Planned FY2015, Q1 C3	Status as of 12/31/2015 C3	Planned for C1, C2 and C3	Status as of 12/31/2015 C3	Planned FY2015,Q1, C4	Status as of 12/31/2015, C4
7.6	Deliver Strategic Leadership Seminar #6 to LOTUS partner universities													
7.7	Invite university leaders to participate in Leadership in Action and other LOTUS activities		On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going				
8.1	Website design/launch and updating	LOTUS Program website is updated to keep stakeholders informed	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going				
8.2	Set-up and maintain collaborative communication and survey tools	Survey tools are developed and implemented to gather student feedback and program evaluation data. Baseline survey will be conducted for Cohort 3 students to assess their leadership skills and community service involvement	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going				
8.3	Revise M&E Matrix	M&E Matrix revised to capture program modifications and realities									10/2014		10/2014	

			Planned FY2015, Q1 C1	Status as of 12/31/2015 C1	Planned FY201, Q1 C2	Status as of 12/31/2015 C2	Planned FY2015/Q1 both Cohorts	Status as of 12/31/2015 both Cohorts	Planned FY2015, Q1 C3	Status as of 12/31/2015 C3	Planned for C1, C2 and C3	Status as of 12/31/2015 C3	Planned FY2015,Q1, C4	Status as of 12/31/2015, C4
8.4	Identify the control group of students and plan for annual assessments	Control group is established with representation of each governorate to evaluate impact of LOTUS Program on LOTUS students.												
8.5	Submit Quarterly and Annual Reports						01/31/2015	01/31/2015	01/31/2015	01/31/2015			01/31/2015	01/31/2015
8.6	Develop LOTUS highlights and PR documents	LOTUS student success and impact stories and achievements will be collected and documented	On-going	On-going	On-going	On-going	On-going	On-going	On-going	On-going				

Cohort 1 and 2 Academic Performance Fall 2014

Student Academic Status Updates:

The number of LOTUS Cohort 1 and 2 students currently enrolled this quarter is 128 students excluding graduates and students who were either terminated or chose to withdraw from the Scholarship. Twelve students graduated this summer, one of whom has been appointed as a Teaching Assistant in his university. Three students will graduate in January 2015 making the number of Cohort 1 and Cohort 2 students enrolled in the spring 2015 semester 125. It is worth mentioning that of the 14 students who graduated, all of them graduated with honors and several were ranked first or second in their classes. These are great individual achievements and a big success story for the LOTUS Program as a whole. The graduates were recognized at the Third Annual Student-led Workshop in November 2014.

Capacity Building Sessions for Partner Universities

During this quarter, a leadership seminar was held on December 1, 2014 at ACU as part of the University Capacity Building component of the Program. The theme of the seminar, which was designed and facilitated by IIE consultant George Marquis, was Blended Learning, where part of the learning is online and part is face to face. This third of six seminars for ACU was attended by 32 (23 females and 9 males) faculty and administrative staff and was a great success. ACU requested another day on the same theme with additional materials and with the inclusion of some of the ACU students since students are part of the learning process and it is important to measure their willingness to adapt it and discuss the expected challenges with students. *Please See Annex (1) for Blended Learning Agenda and Annex (2) for the Consultant's report*

IIE plans to conduct more of these leadership seminars during the spring 2015 semester at the partner universities. Themes will be determined in consultation with the universities so that they address areas of interest or challenge to our partners.

Cohort 3 Update and Campus Visits

During this reporting period, four campus visits to BUE and two campus visits to AASTMT were conducted to monitor the students' performance, discuss any challenges and updates in their performance and communication skills and meet with the University Coordinator.

English Language Opportunities

ITP TOEFL Exam

On November 7, 2014, all 50 Cohort 3 students took the ITP TOEFL exam for a second time to measure improvement in their English language proficiency since taking the baseline exam in November 2013 and after

completing the Bridge Year. Below is a breakdown of the results:

- 41 out of 50 students improved their scores
 - 13 students improved their score by 50 points or more
 - One student improved his score by 104 points
- Eight students scored over 500 on the exam
- Two students saw no change in their score
- Seven students saw a decline in their score

IIE feels confident that as students continue their studies in English that their scores will further improve before the next scheduled ITP exam and taking the IBT TOEFL in preparation for study abroad. Students who did not improve their scores between the baseline and second ITP exam will be required to repeat the Intensive Summer English Program at BUE in summer 2015. It is important to note that there is a correlation between students who performed poorly on the ITP those who frequently missed classes during the 2014 Intensive Summer English Program. The Academic Advising Manager has already met with the nine students who saw no change or a decline in their scores and emphasized the importance of their attendance, gave them a verbal warning, and encouraged them to work harder in the future. In addition, IIE and BUE are working together to ensure that students attend required classes during the Summer Program in 2015.

Intensive Summer English Program for Cohort 1, 2 and 3

In the previous reporting quarter, 34 Cohort 1 and 2 students along with 50 Cohort 3 students completed the Intensive Summer English Program which took place during August 4-28, 2014 at BUE. The program focused on developing the students' English language writing and speaking skills. The students were divided into Intermediate, Upper Intermediate and Advanced 1 & 2 levels. Students were required to take a placement test at the onset of the program and once again on the last day of the course. The students sat quizzes every week, and participated in a weekly field trip to help them practice their essay writing skills and enhance their general knowledge. Guest speaker sessions were also a part of the program.

The BUE final report showed variations in the level of interest and competency amongst the students. While some students from Cohort 1 and 2 were very keen to learn and benefit as their last chance to attend such a great program before they graduate, others were less interested and less committed. Based on the reports, IIE understands that the overall behavior of students was not up to the level of responsibility which is to be expected.

The following measures were taken by IIE to address this issue:

- 1) Reviewed the individual report on each student's behavior and performance during the Summer Program.
- 2) The Academic Advising Managers for Cohort 1, 2 and 3 sent out two mass emails to the 84 students to congratulate and thank the students with the highest English scores and best attendance
- 3) Individual, tailored emails were sent to students with average performance to remind them of their responsibility towards their studies and the scholarship, while also encouraging them to perform better next time.
- 4) Students with the worst performance and attendance scores were required to meet with their Academic Advising Manager. During this meeting, the Academic Advising Manager reiterated their responsibilities

towards their studies and their scholarship, informed them about the potential consequences of their behavior towards their studies and their chances for study-abroad. Finally, the parents/guardians of the students were contacted and informed of the student's grade, behavior and attendance. All the parents who were contacted expressed support towards IIE's policies and promised to discuss the matter with their children.

- 5) Steps are currently being taken by IIE and BUE to ensure that the next Summer Program is better attended. Feedback from all students is being taken into consideration and new attendance policies will be set in place.

Cohort 4 Status Update

During the reporting quarter, IIE completed the screening and selection phases for Cohort 4.

Highlights of Cohort 4 students

The female to male student ratio for Cohort 4 is 28:22. It is important to note that the number of female students exceeds male students as a result of the number and quality of female applicants being greater than male applicants in each phase of the screening process as was the case in the 2011 and 2013 selection cycles. We did not want to sacrifice quality of students or financial need to increase the number of male students. The alternate pool consisted of 27 female students and 28 male students at the time of award of scholarships. We did not feel that there were other male applicants with high qualifications and financial need.

Students from underserved governorates are highly represented in Cohort 4 as follows:

- 68% of Cohort 4 students are from underserved governorates.
- 17 of 28 female students are from underserved governorates.
- 17 of 22 male students are from underserved governorates.
- 11 of the 12 governorates designated as underserved are represented by at least one female and one male student except for South Sinai which is represented by one female student.

The only underserved governorate which is not represented is Marsa Matrouh. Three female and three male candidates were invited to the interview camp and two females and three males attended, however, none were competitive compared to other applicants nor did they have high financial need.

South Sinai is represented by one female student and no male student. It is important to note that the average financial need level of students from Sinai is lower than those of students from Upper Egypt. There are several students on the alternate list with higher financial need than that of the students from Sinai. It is worth mentioning that it was not possible to do home visits in North Sinai in light of the dangerous security conditions. AFS conducted telephone interviews with the families and accordingly eligibility was confirmed prior to notification of students. Home visits were conducted prior to the final selection of the candidates.

The first ranked female and male candidates from underserved governorates were selected and then first ranked female and male candidates from non-underserved governorate. Then, the second ranked female and male

applicants were selected.

The average financial need of students in Cohort 4 is quite high as demonstrated in the financial need applications and in the home visit reports. There are many students in Cohort 4 with one or both parents deceased and many are struggling or in debt as a result of a deceased father. Some students have had to work while in secondary school to supplement their family income and others had to work to support their family after the breadwinner of the family was laid off due to sickness. Some parents make a living as porters, truck drivers, and carpenters. IIE attempted to give priority to financial need over other factors whenever possible.

The educational background of parents and siblings of Cohort 4 students is diverse. Some students' parents are professionals with university degrees, while others have preparatory or primary school or no formal education at all. Some students are the first in their families to attend university. IIE attempted to give priority to students coming from families with lower education levels over other factors when possible.

In terms of placements, we were able to offer the majority of students their first choice field of study. Students were placed in their second or third choices for one of the following reasons.

- Students who we felt their Thanaweyya Amma scores were low for fields like Marine Engineering Technology.
- A student who wanted to study Marine Engineering Technology but did not graduate from the science-math branch and hence cannot go into this field.
- Students who expressed an interest in nursing and we felt it would be a better fit with good career opportunities

The breakdown of university placements and fields of study are as follows:

University placements: 24 students at BUE and 26 students at AASTMT

COHORT 4 Universities & Fields of Study	Female Representation	Male Representation	Totals
BUE - Economics	1	1	2
BUE - Nursing	9	6	15
BUE - Political Science	4	3	7
Totals	14	10	24
AASTMT - Accounting	4	2	6
AASTMT - Business Administration		3	3
AASTMT - Communication	1		1
AASTMT - Fisheries Technology	1		1
AASTMT - International Trade Logistics	2	0	2
AASTMT - IT & Computer Science	1	4	5
AASTMT - Languages and Translation	5	0	5
AASTMT - Marine Engineering Technology	0	1	1

COHORT 4 Universities & Fields of Study	Female Representation	Male Representation	Totals
AASTMT - Marketing and Int'l. Business	0	1	1
AASTMT - Nautical Studies Technology	0	1	1
Totals	14	12	26

Cohort 4 Terms and Conditions Signing and Orientation

During this reporting quarter, IIE conducted two orientation sessions for two groups of Cohort 4 students on the scholarship's terms and condition, dorms, and the Bridge Year Program. The sessions took place at the IIE office on November 23 & 24, 2014 where Cohort 4 students along with their guardians were introduced to the IIE team and then the IIE Academic Manager went through the Terms and Conditions document they should sign. IIE staff members also explained the students' rights and responsibilities and the consequences of failing to comply with them.

Study in the U.S. Opportunities

During this reporting quarter, six students were placed and monitored for fall 2014 term and one student will be placed during spring 2015 term in the U.S. During the current term, two students faced some challenges due to medical health issues while studying at the U.S., but they were able to fulfill the study abroad program academic requirements. The IIE Academic and Experiential Learning Division in NY (IIE/AEL) monitored closely with IIE/Egypt team the cases and were very supportive to the students.

Re-entry Workshops

During the reporting period, a re-entry session was conducted by IIE consultant George Marquis on October 25, 2014 at IIE premises for five LOTUS students who returned from summer 2014 Study in the U.S. opportunities. One student apologized for not being able to attend due to his exams at his home university. The session was facilitated by Mr. George Marquis and was attended by IIE staff members who were keen to witness the progress of the students who passed through different stages of development. The half-day session was conducted at IIE for five LOTUS students who came back from the U.S. within a period of 8-10 weeks. The session included the following aspects:

- The students introduced themselves and the universities that they attended in the U.S. They had the time to express their feelings about the university, the trip, and the places they visited. Most of their views were very positive towards the Study Abroad experience.
- The first activity focused on identifying students' current phase of re-adjustment in which they were asked to describe their current feelings and their places you on the re-entry "worm". The students' stages showed that they are re-integration in the society with no sense of frustration.
- Mr. Marquis further continued identifying the stages and outward/inward indicators of the culture shock with students.
- An important activity was identifying the students' top challenge was their inability to apply the new skills and knowledge that they gained from the study abroad experience.
- Another activity was about measuring gains situating oneself on a scale to see shift in attitudes (before and after). Each student was able to scale his/her feeling based on the scale.
- The following activity was about the students' observations and stereotyping while studying at US.
- Recognizing stress and coping mechanisms were very useful since they all started to feel some differences. They also miss the US academic and cultural life especially for science student who miss laboratories and the practical experience.
- Finally, the session concluded by turning the U.S. study abroad experience into lifelong learning and leveraging experience, which Mr. Marquis stressed on the importance of moving from this point and building on it. *Please see Annex (3) for the Re-entry Session Agenda.*

Leadership in Action Program: Enrichment Activities

Date	Quarter	Topic	Trainer/Guest Speaker	University	Target	Actual	M	F	C1	C2	C3	C4	#Days/trips/sessions	Venue	Type of Session (per M&E Matrix categories)
10/16/2014	Q1	Service Learning Project Meeting	IIE	BUE	NA	1	1				1		1	IIE	Specialized sessions and meetings with specific purposes
10/16/2014	Q1	Service Learning Project Meeting	IIE	BUE	NA	1		1			1		1	IIE	Specialized sessions and meetings with specific purposes
10/16/2014	Q1	Service Learning Project Meeting	IIE	BUE	NA	1	1		1				1	IIE	Specialized sessions and meetings with specific purposes
10/17/2014	Q1	Career Mentoring: Masters Abroad	Top Choice Admissions	Mix	NA	43	20	23	28	15			1	NM	NM Career Mentoring Days
10/17/2014	Q1	Career Mentoring: Soft Skills 1 - Job searching	Sherif Maher	ACU, 1 MSA and 2 grads	NA	16	8	8	13	3			1	NM	NM Career Mentoring Days
10/17/2014	Q1	Career Mentoring: Soft Skills 1 - Evaluating job requirements	Sherif Maher	ACU, 1 MSA and 2 grads	NA	16	8	8	13	3			1	NM	NM Career Mentoring Days
10/17/2014	Q1	Career Mentoring: Soft Skills 1 - CV cover letter writing	Sherif Maher	ACU, 1 MSA and 2 grads	NA	16	8	8	13	3			1	NM	NM Career Mentoring Days
10/20/2014	Q1	Career Mentoring: One-to-One	Omar Rabie, Ana Masri	Mix	NA	2	1	1	1	1			1	NM	NM Career Mentoring Days
10/22/2014	Q1	Conference Call with Workshop Organizers	IIE and workshop organizers	Mix	NA	4	2	2	2	2			1	IIE	Specialized sessions and meetings with specific purposes
10/23/2014	Q1	Service Learning Project Meeting	IIE	BUE	NA	1	1				1		1	IIE	Specialized sessions and meetings with specific purposes
10/24/2014	Q1	Career Mentoring: Masters Abroad	Top Choice Admissions	Mix	NA	23	14	9	15	8			1	NM	NM Career Mentoring Days

Date	Quarter	Topic	Trainer/Guest Speaker	University	Target	Actual	M	F	C1	C2	C3	C4	#Days/trips/sessions	Venue	Type of Session (per M&E Matrix categories)
10/31/2014	Q1	Misriyati Module 3 Day 1	Misriyati	ACU	21	12	5	7	6	6			1	ACU	NM Enrichment Sessions
10/31/2014	Q1	Career Mentoring: Soft Skills 1 - Cover letter writing	Sherif Maher	PUA and FUE	NA	9	8	1	5	4			1	FUE	NM Career Mentoring Days
10/31/2014	Q1	Career Mentoring: Soft Skills 1 - Evaluating job requirements	Sherif Maher	PUA and FUE	NA	9	8	1	5	4			1	FUE	NM Career Mentoring Days
10/31/2014	Q1	Career Mentoring: Soft Skills 1 - CV Writing	Sherif Maher	PUA and FUE	NA	9	8	1	5	4			1	FUE	NM Career Mentoring Days
10/31/2014	Q1	Career Mentoring: Soft Skills 2 - Interview skills	Yehia arafa	BUE	NA	13	7	6	9	4	BUE		1	NM	NM Career Mentoring Days
10/31/2014	Q1	Career Mentoring: Soft Skills 2 - Building a career in organization	Yehia arafa	BUE	NA	13	7	6	9	4	BUE		1	NM	NM Career Mentoring Days
10/31/2014	Q1	Workshop Rehearsal	IIE and workshop organizers	Mix	30	30	17	13	14	6	10		1	FUE	Specialized sessions and meetings with specific purposes
11/1/2014	Q1	Student-led Workshop	IIE, students, guests	Mix	153	136	67	69	48	38	40		1	FUE	Student-led Workshop
11/3/2014	Q1	Career counseling session	Sarah Eid	BUE	1	1	1	0	1				1	email	NM Career Counseling sessions
11/14/2014	Q1	Big Picture and Innovation: Civic Engagement	Big Picture and Innovation: Civic Engagement	MSA, ACU and BUE	55	48	13	35	34	14			1	IIE	NM Enrichment Sessions
11/15/2014	Q1	Big Picture and Innovation: Civic Engagement	OREED	FUE	20	11	6	5	5	6			1	IIE	NM Enrichment Sessions
11/17/2014	Q1	Career counseling session	Sarah Eid	BUE	1	1	1	0	1				1	NM	NM Career Counseling sessions

Date	Quarter	Topic	Trainer/Guest Speaker	University	Target	Actual	M	F	C1	C2	C3	C4	#Days/trips/sessions	Venue	Type of Session (per M&E Matrix categories)
11/18/2014	Q1	Career counseling session	Sarah Eid	ACU	1	1		1	1				1	NM	NM Career Counseling sessions
11/25/2014	Q1	Career counseling session	Sarah Eid	MSA	1			1	1				1	Phone	NM Career Counseling sessions
11/25/2014	Q1	Career Mentoring	Farah Kamel	BUE	2	2	2		1	1			1	NM	NM Career Mentoring Days
11/30/2014	Q1	Team Building Retreat	IIE	BUE/AASTMT	50	49	22	27				49	1	IIE	LIA and Skills
12/1/2014	Q1	Meeting with Students for lack of attendance	IIE	ACU, MSA, BUE	15	9	3	6	9				1	IIE	Specialized sessions and meetings with specific purposes
12/16/2014	Q1	Career Mentoring: One-to-One	Farah Kamel	FUE	1	1		1	1				1	NM	NM Career Mentoring Days
12/24/2014	Q1	Meeting with Students for lack of attendance	IIE	ACU and BUE	12	5	5		4	1			1	IIE	Specialized sessions and meetings with specific purposes
1/13/2015	Q2	Service Learning Project Meeting and Student-led workshop meeting	IIE	Graduate	1	1	1		1					IIE	Specialized sessions and meetings with specific purposes

Leadership in Action Attendance

As previously shared in the annual report, IIE has noticed a decline in the attendance of cohorts 1 and 2 in some Leadership in Action sessions and activities. IIE has taken the several measures in order to address this serious issue. First, the attendance policy for the Leadership in Action activities was revised to include the following series of consequences and different stages for repeat offenders:

- **Stage one:** The first time a student misses a session or activity without informing IIE s/he will be given a warning in writing by IIE and will be required to attend a meeting at IIE. Failure to attend the meeting will result in the student's stipend being put on hold until the meeting takes place;
- **Stage two:** A student who has chosen to ignore the policy for a second time will be required to attend a meeting at IIE with their parents to discuss his/her lack of commitment to the LOTUS Scholarship Program responsibilities. Failure to attend the meeting will result in the student's stipend being put on hold until the meeting takes place;
- **Stage three:** A student who fails to abide by the policy for a third time or more will be placed on Leadership in Action probation; will have money deducted from his/her stipend in order to contribute to the lost resources of the missed session/activity; and will not receive the LOTUS certificate of completion that is distributed to students upon graduation;
- **Final stage:** A student who ignores the policy multiple times and goes through all of the above stages could risk having his/her Scholarship terminated.

Second, an email was drafted that emphasizes the importance of sessions and activities as part of the LOTUS Scholarship responsibilities, explains why missing sessions and activities are problematic, and the consequences for missing sessions and activities.

Finally, based on the above consequences, two meetings were held with students who missed a session or activity without having prior approval to IIE. Some students were unable to attend the meetings because of exams or other university-related deliverables so they asked to reschedule their meeting. A few students did not respond to IIE's emails about the meetings nor did they show up to the meetings so, as per policy, their stipends will be withheld until they arrange for a meeting with IIE. Since holding these meetings, the Leadership in Action team has noticed a difference in the level of session attendance. Next quarter, the email and revised policy will be sent out to Cohort 1, 2, and 3 students.

Annual Student-led Workshops

2014

The Third Annual LOTUS Student-led Leadership Workshop took place on November 1, 2014 at Future University in Egypt (FUE). The Workshop, entitled *Day of Opportunities and Skills for Entrepreneurs (DOOSE)*, aimed to instill the culture of entrepreneurship among Egyptian youth by providing aspiring entrepreneurs with the opportunity to exchange knowledge, skills and resources that will enable them to take positive action.

The day began with opening remarks by Dr. Ebada Sarhan, President, FUE; Ms. Susan Silveus, Regional Director, IIE; Ms. Jehan Agha, LOTUS Leadership and Enrichments Programs Manager; Mr. Thomas Crehan, Director of Education and Training, USAID; Ms. Manal Shaheen, Academic Programs and University Linkages Manager; and the DOOSE chairperson Mr. Ahmed Adel, Cohort 2, Menofeya Governorate, PUA, Electrical Engineering.

Opening remarks were then followed by a recognition ceremony of the first group of LOTUS students to graduate. Following the open remarks and recognition ceremony, Dr. David A. Kirby, Vice President, The British University in Egypt (BUE); then led the first plenary session where he provided guests with an overview of entrepreneurship and the importance of entrepreneurs, while Mr. Mina Shenouda, Director, Business Development at Wasleen, led the second plenary session during which he shared his personal experience as an entrepreneur.

Attendees then had the opportunity to learn more about particular areas of entrepreneurship that they are interested in by participating in two of the following workshops: Idea Generation; Entrepreneurship through History; Business Planning; Marketing; and Fundraising. Guests also had the chance to network with representatives from start-up companies and initiatives, investors, and other entrepreneurs.

The student organizers have submitted to IIE a draft of the final report which summarizes their experience in organizing and implementing, provides summaries of the guest evaluations, and provides their lessons learned. IIE is currently reviewing the document and will arrange for debrief and celebration with the students in order to provide them with feedback and positive reinforcement for their efforts.

Dr. Magda Al-Massik, PUA Vice President of International Relations and Quality Validation invited the organizers of the 2014 workshop to her office to congratulate and recognize their efforts witnessed through Dr. Mohamed Abdel Rahman PUA academic coordinator and his Assistant Dr. Mohamed Abdel Kareem. Dr. Magda presented the students with certificates of appreciation and asked if they could replicate this workshop in PUA so that more students would benefit from their experience and the skills they have acquired along the way.

Service Learning Projects

The second call-for-applications for the service learning project opportunity was made for all Cohort 1, 2 and 3 students, on the October 14, 2014. Three new teams applied for the opportunity.

During this reporting period, seven teams completed their projects to make the total number of completed projects to date 10 (three were completed and reported on in FY14). There are five projects currently in progress and five teams who are still in the application process which they began during the last reporting period.

Projects have been carried out in Cairo and in other governorates such as Fayoum, Marsa Matrouh, Port Said, and Minya. The below chart includes information on the teams, their project ideas, and the status of their projects.

Cohort 4 Team Building and Orientation Retreat

IIE organized a two-day Team Building Retreat and orientation November 30 – December 1, 2014 at the Pyramisa Hotel in Dokki for Cohort 4 students.

The purpose of the Team Building and Orientation Retreat was to enable the students to have an opportunity to learn a little about the different components of the program and to ask questions about the program. During the retreat, the IIE facilitation team provided a space for them to discover more about themselves and LOTUS community. They realized that the program will support building their critical thinking awareness by helping them develop their own answers, by posing questions for them to explore how they fit into their community and surrounding environment, both locally and globally. The concept of group norms was introduced and IIE facilitator stepped them through a process of developing their Cohort 4 community norms. Also discussed were confidentiality and respect, as well as internet and Facebook ethics and that they should research well before they post any piece of news or information.

The students got to know each other and shared their personal values and dreams; understanding the concept of diversity through a set of activities that broke the ice among the students and encouraged them to share their ideas and speak without fear of being criticized. At the end of the two days, everyone felt that the following intended objectives were met: *explore Program components, build a sense of team, get to know each other more and work together effectively, appreciate and utilize diversity, develop respect and trust, open a channel of communication, create a base of support along with building a sense of community, and finally see each other as resources. Please see Annex (5) Team Building Retreat Agenda*

Cohort 4 students rated the day as 97% and they mostly expressed their appreciation and gratitude for this opportunity to bond with their colleagues through the different activities they participated in during the day.

On December 1, 2014, Cohort 4 students were transported to the BUE Campus where they had an orientation and tour of the BUE campus. The university coordinator and representatives of the English department were present as was an IIE staff member. Students were then taken to their dorm in Madinaty and Janan Omar and BUE staff oriented them on the dorm rules they should abide to for their safety.

Nahdet El Mahrousa (NM) Enrichment Activities

(Note: this section of the report is prepared by NM.)

Executive Summary

During this quarter, Nahdet El Mahrousa conducted 13 mentoring sessions, three of which were individual one-to-one sessions requested by the students themselves, a positive sign of increased student proactivity. Furthermore, four counseling sessions were conducted for students who had recently graduated or for those who are about to graduate soon. Finally, IIE and NM met to address challenges facing the career component including the internship component, as well as to refine the strategy for meeting career component targets.

As for the enrichment component, NM implemented two Egypt the Big Picture and Innovation (EGTBP) sessions on civic engagement. One more session remains until NM reaches its total program target for these sessions for cohorts 1 and 2. In addition to EGTBP sessions NM had planned to hold three rounds of Misriyati's final module for cohorts 1 and 2, however, due to changing university exam schedules, and the national security issues, the sessions were canceled except for the first day of the module at ACU.

Regarding E'raf Baladak, discussions between IIE, NM, and Dayma (E'raf Baladak service provider) took place in order to debrief previous E'raf Baladak trips and begin preparations for the next round of trips.

During the next quarter, NM seeks to complete its Misriyati and EGTBP session targets for cohorts 1 and 2. NM will also work to intensify activities in the career component in order to enhance achieved targets.

Egypt the Big Picture and Innovation Sessions (EGTBP)

This quarter, two EGTBP sessions titled "Citizenship" were held on November 14 & 15, 2014 attended by 55 & 20 students from ACU, BUE, FUE and MSA. The students rated the two sessions as 63% and 93% respectively.

This round of Egypt the Big Picture and Innovation Sessions was delivered by members of OREED, a social enterprise working to spread citizenship awareness and knowledge. As a result of last-minute changing university exam schedules, a combined session was held for ACU, MSA, and BUE students in order to ensure that there was a large number of students attending and so that the session was not canceled. Another session was held for FUE students separately. The remaining session for PUA will be scheduled during the spring 2015 semester when university is back in session.

The sessions started with an introduction and conversation so the facilitators could learn what the participants expect from the session and to understand how much they knew about the subject so that they could customize the session accordingly. The session aimed to encourage students to think about the following concepts and values:

- Coexistence
- Rights & Responsibilities
- Forms of Participation
- Equality

- Respect

Facilitators sought to accomplish this by exposing participants to the below phases through activities and reflections.



Activity one: Island activity

Objectives of the activity:

- To help students understand the concept of Rights Vs Responsibilities and means of participation in the community
- Pave the way for understanding components of a state

Scenario:

The passengers of Ship 451 are stranded on an island with very limited supplies. The passengers have never met before and come from different backgrounds and have different interests. After being lost in the sea for more than five days they are forced to coexist and start a new life on the island. In order to be able to live together they have to ensure that each one is treated equally and enjoys the same rights and responsibilities.

After reading the scenario to the students, the trainers asked students with having to work together in teams on addressing questions that addressed the activity's objectives.

Activity two: The Building Game

Objectives:

- To help the students understand civil society and the different systems of interaction.
- To learn more about different actors, tools and engagement in real world and how they can advocate their case.

Scenario:

One night, a group of individuals come to extract Pharaonic artifacts that are said to be buried underneath a building that lies on agricultural land. Such excavation might affect the stability of the building and cause damage to it.

The building consists of the following tenants: a merchant who is an active member in his syndicate; a lawyer who is a member of a political party; and a widow with three children. The man leading the excavation makes the following two claims: 1. the excavators are in possession of an official government document which gives them approval for the excavation, 2. discovering such artifacts would benefit the nation and therefore trumps the citizens' rights.

Participants were asked to choose which position to defend and the means by which they would advocate it properly.

Misriyati

Misriyati's two-day module three sessions were planned for this quarter for the following universities:

- ACU: October 31 and November 7, 2014
- FUE: November 21 and 22, 2014
- PUA: November 28 and 29, 2014

As a result of last-minute changing university exam schedules at ACU and FUE, and a last-minute decision by PUA's administration to close the university for security concerns the weekend of November 28, only the first day of the module was implemented at ACU and attended by 23 students.

This final module of Misriyati seeks to prepare students for the post-university world by addressing the following concepts through activities and reflections:

- A. Culture of Peace within community
- B. Culture of Peace at work environment
- C. My inner Peace

Day 1 session objectives were as follows:

1. Introduction to the culture of peace.
2. Ability to read and analyze what happens in the community using the concepts of culture of peace.
3. Ability to read personal experiences and circumstances using the concepts of culture of peace.
4. Ability to use critical thinking in order to differentiate between facts and judgment.

Activity one: Peace and Violence: Concepts of culture of Peace

Objective: participants are introduced to direct and indirect violence and positive and negative peace.

Activity two Sharing Violent and Non-Violent Personal Experiences

Objective: Participants become aware of their own experiences of violence and share with others.

Activity three: Community Analysis

Objective: Participants gain the ability to analyze different aspects of culture and community through culture of peace perspective.

Activity four Little Philosopher

Objective:

- Participants are exposed to the idea of doubting scientific hypothesis and learn about the relativity of facts.
- Participants learn to question information they encounter on daily basis

Activity five: Positive, Negative and Exciting

Objective:

- Participants learn to evaluate situations and actions through different ways and not through one perspective.
- Participants are able to analyze their work environment as they do with community through the frame of culture of peace.

Challenges	Action Taken
Low attendance	IIE changed their attendance policy and added harsher punitive measures.
Last minute cancellations still have financial implications for Misriyati.	NM and Misriyati agreed to increase the capacity of participants for the remaining sessions without additional costs.

E'raf Baladak Trips

During this quarter, NM and IIE debriefed the 2014 trips and discussed planning of trips during the next quarter.

Scheduling trips during the winter break is usually more challenging than during the summer because of differing university schedules and because it is high season for most destinations and for the Dayma (service provider). That said, IIE, NM, and Dayma decided to implement two trips with a small number of participants in order to ensure that graduating students had a chance to participate in one or both trips.

There are 15 students scheduled to participate in the first trip to Fayoum from February 5-8, 2015. And 20 students scheduled to attend the second trip to Aswan from February 11-15, 2015.

Challenges	Action Taken
Both IIE and Dayma had very busy schedules this quarter so it was difficult to find a convenient time for all to hold an in-person debrief and planning meeting.	A conference call was held in order to debrief and move forward with planning the upcoming trips.
IIE was worried about safety and level of intensity and risk of the trips particularly the trip to Marsa Allam.	Dayma provided suggestions for alternative activities for the trip in order to reduce the intensity and level of risk involved. IIE will discuss internally and will revisit with Dayma and NM before the summer trips are planned.
Measles outbreak in Siwa, one of the E'raf Baladak winter destinations	Dayma suggested Aswan as an alternative destination.

Career Component

On December 3, 2014, IIE and NM met to discuss the status of the career component, challenges facing targets (particularly the internship component), and a strategy for how to move forward. One important outcome of the meeting was a clearer definition of the following terms:

- **Internship:** a training opportunity that lasts for 40 hours or more. Documentation needed: certificate from employer required for reporting purposes.
- **Mentoring Day:**
 - a) *Field mentoring day:* an “in-the-field” training and/or shadowing opportunity that lasts for less than 40 hours. Documentation needed: Certificate/letter of participation from employer or correspondence between employer and NM/IIE required for reporting purposes.
 - b) *Mentoring sessions:* speakers provide students with information, tips, and support on soft skills, CV and cover letter writing, interviewing skills, HR process, career development, graduate studies, job market trends, etc. Documentation needed: Sign-in sheet and evaluations required for reporting purposes.
 - c) *One-to-one mentoring:* a mentor works individually with a student to give them career advice. Documentation needed: written correspondence between mentor and student
- **Career counseling:**
 - a) *In-person counseling:* counselor meets individually with the student in-person. Documentation needed: Sign-in sheet and evaluations
 - b) *Virtual counseling:* counselor provides counseling to a student over email. Documentation needed: written correspondence between counselor and student and the completed product, if any
 - c) *Phone counseling:* counselor provides counseling to a student over the phone. Documentation needed: written correspondence between counselor and student summarizing session and the completed product, if any

Another important outcome was that IIE shared with NM the importance for all reporting mechanisms to mirror each other and committed to mentoring NM to ensure this.

Students’ Self-Assessment

Tamheed is used for both the first and the final career counseling sessions. Students are required to retake the student self-assessment close to their time of graduation in order to be able to map changes that might have happened as a result of their preferences, studies, experiences, career counseling, etc. Throughout this quarter, one graduating students took Tamheed again. This brings the overall number of assessments up to 133.

Career counseling

Throughout this quarter, four counseling sessions were held; two in person, one via phone and one via email. The two students who had in-person counseling sessions rated the session as **satisfaction: 95%**

Mentoring Sessions

Description:

NM's second tool for career counseling is Career Mentoring Days. Career mentoring entails events, gatherings and workshops led by individuals that are experts in a wide range of fields. Students acquire knowledge about fields of interest through others' experiences as well as through personally gained experience.

Outcomes:

Thirteen mentoring sessions were held this quarter; three of those were one-to-one mentoring, and the rest were sessions. The one-to-one mentoring are requested by the students themselves, seeking help in a particular aspect or projects they are working on such as a competition they are applying to (Hult Prize), or a social initiative they want to start .

As for the sessions, the topics are picked by NM based on communicated needs by the students in general. Those with the highest attendance were those titled "Pursuing a Masters Abroad", in which Top Choice Admissions, Egypt's first admissions consulting firm, walked the students through the process and explained the difference between pursuing a masters in North America versus in Europe (mainly the UK). The rest of the sessions covered topics related to employability such as CV writing, cover letter writing and how to address employers, job searching and hunting, how to evaluate job requirements; which were offered to those that had not taken them in previous rounds of mentoring sessions. The new topics that were added were interview skills and how to build a career in an organization.

Evaluations:

The students rated the "Pursuing a Masters Abroad" sessions as **84%** and the **ACU mentoring sessions** as **90%** whereas the students that attended the **BUE mentoring sessions** rated them as **92%**, **FUE/PUA mentoring sessions** as **92%** and the **One-to-One mentoring sessions** were rated as **87%**.

Internships

Description:

NM is helping students find suitable internship opportunities within its network and Incubated Social Enterprises in and outside of Cairo. NM is also reaching out to several organizations and companies beyond its network seeking opportunities for the LOTUS students. NM is working on building a database of possible/suitable opportunities based on students' fields of study, and student preferences and interests.

The process NM follows is as follows:

- Reach out to employers requesting TORs for the internship positions they want to fill;
- Review TORs and making sure they matching the LOTUS students' skills and education;

- Send the TORs out to the students in light of allowing them the opportunity to choose which internships they want to join – by doing so, we hope to encourage that the students get in the habit of job seeking.

The duration of an internship will not be less than 40 hours as agreed upon with the IIE.

Lessons Learned/success stories

Upcoming plans

- As previously mentioned, NM seeks to complete the remaining EGTBP and Misriyati sessions for Cohorts 1 and 2 during the coming quarter. As discussed above, NM will implement two E'raf Baladak trips next quarter.
- Given that the definition of career counseling sessions has been broadened, for the coming quarter, NM plans to conduct at least one phone session per student as a means of follow-up. NM also plans on conducting physical counseling sessions with the rest of the students who will graduate soon in addition to administering a second self-assessment for these students. Moreover, NM is working on a comprehensive set of mentoring sessions to prepare students for the job market. NM has reached out to more institutions and individuals that can help in this goal.

Annexes

Annex (1) Blended Learning Agenda

UNIVERSITY CAPACITY BUILDING SEMINAR Day III:

Blended Learning

December 1, 2014

Cairo

Objectives:

- Recognize what constitutes blended learning
- Identify rationale for blended learning
- Recognize criteria for effective blended learning
- Determine resources to create a blended learning course
- Identify how blended learning might be used at ACU

LOCATION: Ahram Canadian University

9:30 – 10:00	Raising Awareness of Need: ACU/ACU Faculty/ACU Students
	- Activities 1 and 2
10:00 – 10:30	Blended Learning Models
	- Activities 3, 3b, and 4
10:30- 10:45	Break
10:45- 11:30	The Flipped Classroom, PBL, Need to Know, Other Models – Activity 5
11:30-12:00	Identify Technologies Needed
12:00-12:30	Syllabus Considerations
12:30-1:30	Evaluating Blended Designs – Activities 7 and 8
1:30 –1:45	Break
1: 45-2:15	Creating a Blended Module – Activity 9
2:15- 2:30	Framing Session: Action Plans and Feedback – Activity 10

Annex (2) Blended Learning Consultant's Report

Strategic Leadership Seminars for Partner Universities Blended Learning December 1, 2014. Ahrm Canadian University (ACU) By George Marquis

I. Introduction

LOTUS Scholarship Program supports university capacity building. To this end, IIE provides the delivery of up to six one-day seminars on leadership and other topics of strategic importance to LOTUS partner universities. The primary goals of the strategic leadership seminar are to raise awareness and understanding of the concept of professional leadership among participants, and to offer a space for members of the university professional community and the institutions to discuss how they can be most effective in leadership roles.

The first seminar was delivered to all five partner universities during the period of June 2011 to March 2013. For the second, third and fourth seminars, the partner institutions were given a choice of topics and asked to select those most meaningful to their current institutions. George Marquis, Associate Dean of the School of Humanities and Social Sciences at the American University in Cairo and a PhD candidate in Higher Education Leadership at Colorado State University, designed and delivered the second and third seminars.

This report highlights the major achievements of the facilitation of the fourth seminar, conducted at ACU on the topic of Blended Learning. It also captures feedback important to developing strategies for future collaboration with the LOTUS partner universities.

II. Audiences in Attendance

As usual, the topic of the seminar determined the make-up of the audience. In this case, because the topic was directed at faculty, the invitation to attend was extended to senior and junior level faculty at ACU. The number in attendance exceeded expectations, at 32.

III. Goals and Achievements

The following was delivered:

Seminar IV	ACU	Blended Learning
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Table 2 lists the main activities and achievements of each of the workshops.

Table 2.

Theme	Focus Area	Objectives	Outcomes
Blended Learning	Defining blended learning	Recognize the difference between blended learning, community-based learning, and online learning.	Characteristics identified
	Identify rationale for blended learning at the partner institution (ACU)	Verify the need at ACU	Two awareness-raising activities conducted. (a) from an administrative perspective (e.g., class sizes) (b) from a pedagogical perspective. (e.g. meeting demand for more problem-based learning; increasing class sizes require new methods of delivering content)
	Identify criteria for effective blended learning follow-up action	Identify steps needed to prepare students who would not be used to non-traditional methods of receiving instruction	Student concerns identified (See Table 3.)
		Identify resources requiring financial investment, as well as realities for students off campus with limited personal resources	Technology needs identified Constraints to obtaining technology identified
	Identify other challenges for ACU with implementing blended learning	Identify administrative concerns Identify faculty concerns	Branding/ownership concerns (e.g., Will ACU content be distributed outside of the ACU community as a result of using DVDs?; what investment in resources is required? How much time is needed to record videos, redesign curriculum, train faculty?
	Identify solutions to challenges	Identify solutions to technology constraints Identify off-the-shelf resources	Work-around to limitations imposed by poor technology infrastructure identified (e.g., distributing DVDs of recorded material that students could transfer to their laptops, thus avoiding the need for a fast internet connection off-campus) Online resources to use in place of making own materials <ed.ted.com>

Table 3 shows the results of several facilitator-led activities that served to collect participant data regarding the views of faculty and administration toward specific variables.

Table 3.

What is/are the main obstacles to implementing blended learning?
Cultural – ACU students do not understand or appreciate the concepts of independent learning, blended learning, student-centered learning. They expect traditional, lecture-based, teacher-centered, exam-driven instruction. Test success, rather than learning, is the immediate goal.
Technological – (a) Many ACU students do not have internet access at home. Those that do may have a connection that is too slow to effectively benefit from the assigned online videos. (b) Many students will need to learn how to contribute to online discussions. Blackboard/Moodle/Canvas is not used at ACU.
What are some ways in which blended learning can be facilitated at ACU in spite of the limited technological resources?
Record media on CD/DVD and distribute to students. This will allow those with limited internet access to view material outside of class.
Use videos available on the internet and work into syllabus/curriculum.

III. Analysis of Seminar

ACU showed great enthusiasm for the Blended Learning seminar; attendance, participation and evaluations reflected that. ACU administration and faculty seemed to feel that the obstacles to implementing blended learning at ACU were surmountable, and because of the ever-increasing class sizes, blended learning seemed a viable solution to more effectively covering required material in larger classes. Flexible solutions were offered by ACU to the constraints posed by limited technological infrastructure. Importantly, there was buy-in from the senior faculty and administrators present.

VI. Recommendations for Further Rounds

Table 1.

PUA, ACU, MSA, BUE	<ul style="list-style-type: none"> • Strategic Planning
MSA	<ul style="list-style-type: none"> • Team Leadership
All	<ul style="list-style-type: none"> • Research Professionalism
PUA, FUE, MSA, BUE	<ul style="list-style-type: none"> • Blended Learning

Annex (3) Summer Study Abroad Chart

Summer 2012

Name	Cohort	Field of Study	Notes
Hazim Emad Mahmoud Hafez	1.1	Engineering - Petroleum	BUE student. Semester study abroad not feasible. Took courses and did an internship to count toward graduation requirement.
Mohamed Medhat Mohamed El Naggar	1.1	Electrical Engineering	BUE student. Semester study abroad not feasible. Took courses and did an internship to count toward graduation requirement.
Nouran Adham Rabia Mahfouz	1.1	Business Admin	BUE student. Semester study abroad not feasible. Took courses and did an internship.
Yousab Fawzy Michael Abdel Malak	1.1	Accounting and Finance	Student joined PUA with one year of transfer credit and should complete his degree in three years. He traveled in the summer before his final year as university requires students to be on campus for the final year. Also difficult to obtain military permission for males to travel in last year of university. Took courses.

Summer 2013

Name	Cohort	Field of Study	Notes
Hemmet Ibrahim Mahgoub Oushy	1.1	Political Science	BUE student. Semester study abroad not feasible. Was not ready for study abroad in 2012. Took courses and did internship as part of university summer program.
Dina Amgad Fawzy Mahmoud	1.1	Political Science	BUE student. Semester study abroad not feasible. Was not ready for study abroad in 2012. Took courses and did internship.
Karim Mohamed Kamel Ali	1.1	Engineering - Petroleum	BUE student. Semester study abroad not feasible. Should have traveled in summer 2012, but received a name hit. Deferred to summer 2013. Took courses and did an internship to count toward graduation requirement.
Maxwell Hany Maxwell Botros	1.2	Political Science	BUE student. Semester study abroad not feasible. Took courses and did internship as part of university summer program.
Aya Nagah Mohamed Hassan	2	Business Admin.	BUE student. Semester study abroad not feasible. Took courses and did internship.
Marina Wagdy Wadea Halim	2	IT & Computer Science	BUE student. Semester study abroad not feasible. Took courses and did internship.
Younma Madi Ibrahim Mahmoud Madi	2	Business Admin.	BUE student. Semester study abroad not feasible. Took courses and did internship.

Annex (4) Reentry Session Agenda

IIE Re-entry for LOTUS Study Abroad Students

Facilitator: George Marquis, American University in Cairo

Proposed Agenda for October 25, 2014 session

12:00-12:15	Participants introduce themselves. Activity 1.a. Discuss briefly.
12:15-12:30	Activity 1.b. Identifying students' current phase of re-adjustment. Students describe their current feelings. Describe something that places you on the reentry "worm."
12:30-12:45	Activity 2. Continuation of identifying phase of readjustment. (Culture shock and adjustment visual used to identify stages and outward/inward indicators.)
12:45-1:15	Participants identify their top challenges. Activity 3. Compare challenges. Discuss coping strategies
1:15-1:45	Measuring gains. Activity 4.
1:45-2:15	Situating oneself on a scale to see shift in attitudes (before and after). Activity 5.
2:15-2:30	Break
2:30-2:45	Observations and Stereotyping Look at generalizations/observations. Compare with our own. Activity 6.
2:45-3:10	Recognizing stress and coping mechanisms
3:10-3:45	Turning the US study abroad experience into lifelong learning and leveraging experience
3:45-4:00	Reflection and Evaluation

Annex (5) Reentry Session Consultant's Report

I. Introduction

On October 25, 2014, with support from Nesrin Ahmed and Norhan El Badry, I conducted a reentry workshop for a total of 5 LOTUS students who had recently returned from study abroad programs at universities in the United States.

II. Audiences in Attendance

The five students had returned to Egypt in August 2014. They had been back in-country for approximately 8-10 weeks. The duration in the U.S. for all six was the same: 52 days.

III. Goals and Achievements

The following table lists the activities and achievements that took place over the four hours of discussion and activities. I was the only facilitator for the sessions.

Objectives	Goals	Outcomes
<ul style="list-style-type: none">• Participants introduce themselves.• Participants attempt to identify their stage of readjustment to the home culture.	<ul style="list-style-type: none">• Participants identify where they think they are in terms of readjustment to their home culture	Achieved. As with the previous group most participants in this session had not experienced the sense of frustration associated with reacting to returning to a place that is not like the place they were. Only one (Abanoob) seems to be dealing with negative feelings about being home but he is also the student who expressed the most satisfaction with his program abroad.
<ul style="list-style-type: none">• Participants describe their current feelings.• Participants describe something that places them at a specific point on the reentry "worm."	<ul style="list-style-type: none">• Participants recognize that they are in a temporary phase and that this is a normal part of the reentry adjustment.• Participants practice articulating feelings of reverse culture shock.• Participants understand what to expect in the near future in terms of readjusting to the home culture.	Achieved. The amount of culture shock appears mild. The reactions are positive in the sense they are mostly "integrative" meaning that they are finding the best fit with the home culture without losing the past

Objectives	Goals	Outcomes
<ul style="list-style-type: none"> Participants identify their top challenges. Participants discuss coping strategies and what has worked and not worked for them individually. 	<ul style="list-style-type: none"> Participants identify what has been difficult for them and recognize how common these challenges are. Participants gain in experience in coping by learning from the other members of their cohort. Participants attempt to use this additional information to help them better adjust. 	<p>Achieved. There was much positive feedback regarding the sharing of experiences with other members of the sub-cohort. The two top challenges were dealing with boredom and an inability to apply new knowledge and skills. The second challenge was particularly felt by those students who had interned or otherwise worked in science laboratories. One student remarked “no one at our universities back home appreciates the value of scientific inquiry.”</p>
<ul style="list-style-type: none"> Participants identify their gains as a result of their study abroad experience. Participants discuss how they have grown as a result of their US program. 	<ul style="list-style-type: none"> Participants see in how many ways their study abroad experience was beneficial and positive. Participants have a better appreciation of the experience and opportunity. 	<p>Achieved. The most cited gains were (1) English language skills (2) greater confidence in unpredictable situations and (3) a greater appreciation for diverse experiences and friends</p>
<ul style="list-style-type: none"> Participants identify identity and salience shifts. 	<ul style="list-style-type: none"> Participants recognize their shifts in attitudes and awareness toward their home country and the host country as a result of the study abroad experience. 	<p>Achieved. As with previous sessions, there was a shift with this group toward a more positive impression of the US and a less positive impression of the home country, but not in all cases. One had more positive impressions of both countries after the experience and one saw the exercise as confining in its use of binary oppositions.</p>

Objectives	Goals	Outcomes
<ul style="list-style-type: none"> • Participants think about their own and others' generalizations and stereotypes of the host culture. • Participants compare these generalizations with their realities and with stereotypes of their own culture. • Participants become familiar with the concept of stereotyping and its causes. 	<ul style="list-style-type: none"> • Participants are more sensitive to the problems of making uninformed opinions and to rejecting "otherness" simply because it is different. 	<p>Achieved. As with the previous group, these participants did not find the common stereotypes about the US to be valid, with the exception of the following: (1) US teachers are not afraid to admit they don't know something or to accept correction (2) Americans will obey rules even when no one is watching. Some felt that there were claims about Americans that applied only to Americans in urban settings.</p>
<ul style="list-style-type: none"> • Participants share and reflect on impactful experiences while abroad. 	<ul style="list-style-type: none"> • Participants recognize gains from these experiences. 	<p>Achieved. Achieved. Participants shared (1) the experience of being appreciated by others and particularly for one's humanity (2) making friends in a foreign environment. The impact of the first point shared was in recognizing the value and worth of all individuals regardless of social status. The significance of the second point was in the confidence it instilled in the student who had experienced it.</p>

Objectives	Goals	Outcomes
<ul style="list-style-type: none"> Participants share and reflect on stressful experiences while abroad 	<ul style="list-style-type: none"> Participants recognize gains from these experiences. 	<p>One student (Mohamed) felt singled out by an immigration officer at the Minneapolis International Airport. The fact that his colleague Fady had no problems proceeding through passport control made him feel personally targeted. I relayed my own story of being interrogated by customs official in the US. Two other students told stories of being in unsafe areas very late at night and encountering problems with strangers.</p>
<ul style="list-style-type: none"> Participants articulate how to turn the US study abroad experience into lifelong learning and leveraging experience. 	<ul style="list-style-type: none"> Participants create an action plan of goals for leveraging what they have gained from the study abroad experience. 	<p>The students did not seem to have a clear plan of how to move forward. They did not see the value of maintaining contacts with students they had met abroad. They seemed to think books were the most effective way to maintain English skills and they were concerned about their ability to perform in both informal and formal English registers.</p>
<ul style="list-style-type: none"> Reflection and Evaluation. 	<ul style="list-style-type: none"> Participants wrap up and evaluate the experience. 	<p>Achieved. One student mentioned that he had enjoyed hearing about the experiences of others in the group.</p>

IV. Challenges Encountered and Solutions Implemented

Challenges	Solutions
Unlike previous groups of FLTAs there was less dissatisfaction with having to return to their Egyptian institutions because of the style of instruction. However, two mentioned that the experiences in the laboratories in the US were much more productive than in Egypt.	Every effort was made to present the quality of instruction on a spectrum, with not all instructors in Egypt being traditional. An attempt was made to look at the positives: these students now recognized the value of critical discussions, of multiple and diverse experiences, and of multiple interpretations of reality.
Students mentioned having had some close calls being on the street late at night.	We discussed why they were on the street after midnight and they said that it was because of the Egyptian norm of being out late. I recommend that future study abroad groups be told that being out on the street after midnight with no transportation plan is risky and should be avoided.

V. Assessment of Trainees

The discussions in the group on October 25 were lively, insightful, and in general, positive. This particular group seemed more reflective and able to better integrate the experience in the United States with the experience of being a university student in Egypt. They seemed thankful for the opportunity to hear about the experiences of their peers. They recognized that the diversity in experiences indicated that there is no general "U.S." experience but rather many different ones. They also came to some general conclusions about U.S. culture, particularly to relations between parents and children, approaches to time management, eating habits, and the role of alcohol in socializing.

There were several ways in which the participants had grown as a result of the study abroad experience. Several indicated that they had more self confidence in their abilities to handle new situations independently. Others were more accepting of diversity and of opinions that differ from their own. Still others recognized the multicultural and geographic diversity in the United States.

VI. Insights Gained from the Sessions (many are consistent with previous findings)

- Future students, before traveling to the U.S., should be cautioned about the risks of being alone off campus late at night.
- Short stays in the U.S. result in limited impact in terms of culture shock.
- LOTUS students in the U.S. encounter and have meaningful experiences with other international students, sometimes to the same extent as they do with native-born U.S. students.
- Students notice the differences in pedagogical styles between the U.S. and Egypt, and it results in more negativity toward the Egyptian institutions (in general, but not exclusively).
- LOTUS students are very adaptable to new ways of learning and doing. They are not change-resistant.

Annex (6) Cohort 4 Team Building Retreat and Orientation Agenda

Sunday, November 30, 2014

8:00 a.m.	IIE key staff arrive at Pyramisa Hotel
9:00 – 10:30 a.m.	Students arrive at Hotel and check-in begins
11:00 – 11:30 a.m.	Introduction to Orientation and Retreat
11:30 a.m. – 12:00 p.m.	Introduction to LOTUS components and questions and answers
12:00 – 1:00 p.m.	Activity: Juggle
1:00 – 1:30 p.m.	Community Norms
1:30 – 2:15 p.m.	Lunch
2:15 – 2:30 p.m.	Stages of Team Development
2:30 – 3:45 p.m.	Activity: Channels
3:45 – 4:15 p.m.	Coffee Break
4:30 – 6:00 p.m.	Activity: Cartouche
6:00 – 7:00 p.m.	Financial orientation, distribution of stipends and allowances, and questions and answers
6:30 – 7:30 p.m.	Questions and answers and networking
8:00 – 8:45 p.m.	Dinner